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ABSTRACT

This document describes one of the new, experimental pre-student teaching programs developed by the Division of Teacher Education at California State University. These experimental programs were initiated in the wake of the drastic changes the current teacher supply and demand situation is forcing on teacher education. Included in this document are a brief introduction and two handouts which are used to explain this particular program to new students and their public school cooperating teachers. "Specimen 1" describes the program in general, including the expected times and places of students' and cooperating teachers' involvement, the faculty teaching the coursework, the hoped-for outcomes, the goals of the program, and some assignments to be completed. "Specimen 2" is a performance competencies checklist. (JA)

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**TEACHER EDUCATION IN TRANSITION:
AN EXPERIMENTAL PROGRAM THAT WORKS.**

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TEACHER EDUCATION IN TRANSITION: AN EXPERIMENTAL PROGRAM THAT WORKS

People often are critical of schools of education and teacher education programs. Being criticized is not new to educationists, of course, as they have been aware that many of their faculty colleagues in the other departments of our universities and colleges, proceeding from their lack of knowledge of the field of education, regard the study of education as a non-discipline which cannot compare with the intellectual demands placed on them in their academic fields. There also have been criticisms from students in education courses, from public school officials employing newly minted teachers, and from some segments of the public. Criticism is accepted, or at least expected, as one of the crosses that professors of education have to bear.

The usual response of schools of education and education professors has been to assume that the courses offered expose the students to the educational knowledges and skills they'll need as beginning teachers so that a little tinkering and adjusting here and there is enough to correct any deficiencies that may exist in the program. Maintaining the status quo is much more comfortable than engineering and implementing major changes in teacher education programs.

This practice may have been acceptable, or at least not vociferously challenged in past years. However recent developments, most notably the imbalance of teacher supply over teacher demand, have changed the situation drastically.

Hiring officials are demanding better trained teachers. Legislatures are becoming much more involved as they mandate changes in teacher education programs. Other forces such as those emanating from the U.S. Office of Education, teacher education models from various colleges and universities, and the activities of various corporations also have added impetus to the thrust for change. Major changes are occurring and they will continue to occur in teacher education programs.

The Division of Teacher Education at California State University, Fullerton has been developing new programs over the past two years. A description of one of these pre-student teaching programs, originally developed and implemented by Drs. Kravitz, Hartsig, and Pease during the Fall, 1971 semester, and subsequently field tested and substantially revised by others appears below.

The program is explained to the new students and their public school cooperating teachers through two handouts. The first one (Specimen One) shown immediately below describes the program in general including descriptions of the expected times and places of students and cooperating teachers involvement, the faculty teaching the coursework, the hoped for outcomes, the goals of the program, and some of the assignments to be completed.

The second handout (Specimen Two) is a performance competencies checklist. The list looks prohibitively long to the incoming students and public school cooperating teachers, but they discover that all the items usually can be satisfactorily experienced by the end of the semester. Those not completed may be experienced during the student teaching semester.

SPECIMEN ONE

CALIFORNIA STATE UNIVERSITY, FULLERTON Division of Teacher Education

EXPERIMENTAL ELEMENTARY TEACHER EDUCATION PROGRAM - BLOCK ONE (Revised February, 1973)

The coursework for this two-semester program is combined into a block and consists of seminars, workshops, and field experiences in neighboring elementary schools. During the first semester, the students enroll for twelve units of work in professional education. They spend two hours Monday through Thursday mornings and Monday afternoon in an assigned classroom working as student participants. Afternoons, except for Monday afternoon, and Friday mornings are spent taking coursework from college instructors who are organized as a team. There are three instructors on the team. The above organization affords the students opportunities to apply theoretical knowledge to actual classroom teaching. For example, students can measure reading readiness of children in their assigned classroom during field work as they are studying this concept in coursework. Combining the conventional pre-service courses in teacher education allows the instructors on the teaching team to introduce information from various disciplines for in-depth study of concepts beginning teachers need to understand. For example, students are introduced to the social and psychological factors that influence readiness; they also become acquainted with techniques for measuring readiness in various subjects.

The second semester coursework consists of student teaching for eight units. The thrust of the coursework in this two-semester program is toward the students acquiring competencies necessary for successful teaching. The behaviors listed below represent the goals of the program.

Goals for the Preparation of Teachers

1.0 Interrelating with children

- 1.1 Developing rapport with children**
- 1.2 Counseling - individual and group**
- 1.3 Developing autonomous control both by the individual and the group.**

Goals for the Preparation of Teachers (Cont.)

2.0 Interrelating with parents and co-workers

- 2.1 Developing awareness of home influences, parent concerns and expectations**
- 2.2 Observing parent conferences with the regular teacher**
- 2.3 Observing administrators, school psychologists, counselors, curriculum consultants, school nurses, fellow teachers, and paraprofessionals to develop awareness of their roles and functions**
- 2.4 Functioning as a member of a teaching team that may include a team leader, teachers, teacher aides, and parents**

3.0 Assessing in relation to a limited number of children

- 3.1 To discover strengths and deficiencies of children in subject areas**
- 3.2 To discover the learning style of each child**
- 3.3 To know cognitive and affective characteristics of each child**
- 3.4 To identify interests and needs of each child**
- 3.5 To discover the psychomotor needs of each child**

4.0 Planning and Preparing - Long Range, Intermediate, Daily

- 4.1 Assessing needs**
- 4.2 Formulating objectives**
- 4.3 Selecting learning experiences**
- 4.4 Gathering instructional materials and aids**

5.0 Organizing

- 5.1 Subject areas of the curriculum**
- 5.2 Grouping children**
- 5.3 Instructional materials, learning resources**
- 5.4 Time**

6.0 Questioning

- 6.1 To stimulate, motivate, challenge**
- 6.2 To develop higher levels of thinking**
- 6.3 To help children learn how to formulate questions**

7.0 Utilizing modes of teaching

- 7.1 Expository - Information giving, deductive learning**
- 7.2 Inquiry - Discovery by pupils, inductive learning**
- 7.3 Clinical - Diagnose and utilize techniques appropriate for individual child to optimize progress in subject areas**

Goals for the Preparation of Teachers (Cont.)

8.0 Developing thinking-communicating processes

8.1 Listening

8.2 Speaking

8.3 Writing

8.4 Reading

8.4.1 Approaches to reading

8.4.2 Comprehension abilities

8.4.2.1 Literal comprehension

8.4.2.2 Interpretation

8.4.2.3 Critical reading

8.4.3 Word attack skills

8.4.3.1 Sight words

8.4.3.2 Phonics

8.4.3.3 Structural analysis

9.0 Evaluating

9.1 Measuring pupil progress

9.1.1 Utilize varied evaluation procedures

9.1.1.1 Test construction

9.2 Administering standardized tests

9.3 Interpreting standardized and teacher-made test results

9.4 Evaluating pupil performance based upon precise and observable criteria

9.5 Assessing own teaching effectiveness

10.0 Individualizing instruction to meet each student's need

11.0 Developing theories of learning and their practical implications

**Assignments the Students Are Given to Insure
the Acquisition of Competencies**

- 1. During the first few weeks of the semester, examine the environment for learning. Find the answers to the questions listed below. On Monday afternoon, February 26, 1973, bring the paper with your answers on it to class. Be prepared to discuss your findings.**

1.1 What learning/interest centers are in the classroom?

Why were these selected?

Why are the centers located where they are?

What is in each center?

Why are the things there?

How do the youngsters react to the centers and the things in them?

Assignments (Cont.)

- 1.2 What other learning materials are in the classroom?
 - 1.3 What bulletin boards and exhibits are in the room?
Why did the teacher prepare these?
How do the youngsters react to them?
 - 1.4 What are some helpful ideas to make pupils feel at home in the classroom?
 - 1.5 In what ways do the youngsters participate in creating the classroom environment? Why?
 - 1.6 What fun activities are offered the children to give them a positive attitude toward school?
 - 1.7 How is the furniture in the classroom arranged?
 - 1.8 On what basis was the seating arrangement determined?
 - 1.9 What does the teacher know about the pupils in his classroom? How did he learn these things?
 - 1.10 In what ways are the youngsters in the classroom different from each other? In what ways are they similar to each other? Make a list of the differences you found. Make another list of the similarities.
 - 1.11 How have classroom standards been set so the class can operate most effectively?
2. The student will demonstrate skill in observing children and in observing and recording information about them.
- Task:** From the youngsters in the classroom select a "normal" one who interests you. Try to observe this child in different situations for a minute or so each day and record what you see him doing and/or hear him saying.
- Data should be recorded in a bound notebook and placed where the children will not see it. Information secured is confidential. It is well to use a fictitious name for the child.
- Records should be brought to class for preliminary study on March 19, 1973 and all records are to be turned in on March 26, 1973.
3. Each student will interview three parents to learn their expectations on what the elementary school and teachers should be doing to help their children.

Assignments (Cont.)

4. After attending a school board meeting, the student will write a report of his impressions regarding the role of the Board of Trustees in public education.
5. The student will work with students to increase their reading abilities & skills.
 - 5.1 Assess "needs" (weaknesses & strengths)
 - 5.2 Plan & implement at least one "lesson"
 - 5.3 Evaluate outcomes with reference to objectives
6. For a small group (3 to 5) of children sharing a common reading-related problem in a subject area of the curriculum (math, science, social studies, language arts), the student will prepare, implement and evaluate a mini-program which attacks the reading-related problem while working with the student in the problem area.
7. Each student will demonstrate that he can assess the mathematics achievement of children and plan further instruction.

Task: Work with a group of five or more children in your class. Decide which mathematics skill(s) or knowledge(s) the children recently have been taught that you will measure. Design a test to measure the skill(s) or knowledge(s) and administer the test. Then examine the results and plan the next steps for instruction.
8. The student will develop at least one teaching aid usable in mathematics instruction and at least one teaching aid for reading instruction.
9. The student will write three behavioral objectives for a social studies lesson and three behavioral objectives for a science lesson, according to the criteria presented by Mager.
10. The student will demonstrate that he can write a lesson plan and teach the lesson to the group.
11. The student will assist in teaching a unit, for approximately three weeks, in social studies or science. They also will develop a bulletin board to accompany the unit.
12. Mini-unit using problem-solving approach to teaching and learning.
 - 12.1 Objectives: The student will be able to participate in the problem solving approach to learning, and will be able to develop plans and activities so that, as a teacher, he will provide his students with problem-solving experience in each of five basic behaviors:

Assignments (Cont.)

- A. Recognizing a problem
 - B. Stating focal questions
 - C. Gathering information
 - D. Evaluating data
 - E. Drawing conclusions
13. The student will teach at least one other lesson not described above, i.e. in art, music, mathematics, physical education or health, etc. as agreed on by the student and the participating teacher.
 14. The student will administer, score and interpret the Peabody Picture Vocabulary Test to each of three pupils nominated by the master teacher as high achieving, average achieving, and low achieving.
 15. The student will administer the Wide Range Achievement Test (reading, spelling, arithmetic) to each of these children. He will score and interpret the tests in terms of a procedure provided on a handout.
 16. The student will compute an achievement index for each student for each of the three skill areas.
 17. The student will analyze each student's IQ-achievement ratios.
 18. The student will select and justify the selection of an individual reading diagnostic test for the low achieving student.
 19. The student will administer, score and evaluate the individual reading diagnostic test.
 20. The student will list the skills which would be included in a remedial program for this student in reading, spelling and arithmetic.
 21. The student will describe the program of remediation including the source of help (parent, peer, tutor, etc.) materials, and procedures.

The program is being planned and evaluated by the university instructors on the teaching team, the students, the classroom teachers and school principals with whom the students have been assigned, and parents of the children at the cooperating schools. Weekly feedback sessions are held with the students. Each instructor on the teaching team supervises one-third of the students in field work. He visits the schools at least once a week. Meetings with all the teachers at the cooperating schools are held periodically. Parents on the P.T.A. Executive Board at the cooperating schools may participate in planning sessions with the college instructors.

APPENDIX

The following list is distributed to teachers who have been assigned student participants:

In addition to teaching individuals and groups, and performing the non-teaching tasks described above, students in the pilot project should engage in as many other activities as possible, such as:

1. Assisting with playground duty, cafeteria duty
2. Taking attendance
3. Observing or helping with the administration of tests
4. Helping with report cards, cumulative records
5. Observing and/or participating in parent conferences
6. Assisting with plans for a study trip, class party
7. Participating in a study trip, class party
8. Attending faculty meetings, P.T.A. meetings
9. Using audiovisual equipment and materials
10. Preparing a bulletin board, display, exhibit
11. Using curriculum resource centers
12. Visiting other classrooms and/or schools to become acquainted with other programs
13. Operating frequently used equipment such as duplicator machine and thermofax

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SPECIMEN TWO

PERFORMANCE COMPETENCIES CHECKLIST

CALIFORNIA STATE UNIVERSITY, FULLERTON

TEACHER EDUCATION BLOCK ONE
(Revised February, 1973)

Student Participant _____

Supervising Teacher _____

Performance Competencies

The following performance competencies should have been demonstrated by the student in the Teacher Education Block One program by the completion of the Spring, 1973 semester.

Public school supervising teachers or university instructors should indicate that each experience has been successfully completed by placing their initials in the indicated space after the competency has been demonstrated.

<u>The student will have:</u>	<u>Public School Supervising Teacher</u>	<u>University Instructor</u>
1. Written a report on the classroom learning environment		X
2. Completed a child observation		X
3. Written a report on interviews with three parents to determine their expectations on what the elementary school and teachers should be doing to help their children.		X
4. Written a report of their impressions regarding the role of the Board of Trustees in Public Education		X
5. Attended at least one faculty meeting.	X	
6. Operated available duplicating equipment.	X	
7. Perused and familiarized herself with basic and supplementary texts used in the classroom	X	
8. Examined other teaching materials used in the classroom	X	

The student will have:	Public School Supervising Teacher	University Instructor
9. Visited other teachers as appropriate	X	
10. a. Designed a test to measure recently taught mathematics skills	X	X
10. b. Administered the test	X	X
10. c. Evaluated the test and planned the next instructional steps	X	X
10. d. Written a description of the procedure used, results found and plans for the next instructional steps	X	X
11. Constructed a mathematics teaching aid	X	X
12. Brought a mathematics game to the university classroom		X
13. a. Assisted the supervising teacher in planning a social studies or science unit	X	X
13. b. Assisted in teaching the social studies or science unit	X	X
13. c. Incorporated the problem solving approach in the unit	X	X
13. d. Developed a bulletin board to accompany the unit	X	X
13. e. Developed an interest center either to accompany the unit or another area of instruction	X	X
13. f. Taken responsibility for the effective use of the interest center	X	X
13. g. Conducted a demonstration before the class	X	X
13. h. Presented information through a brief and concise lecture	X	X
14. Written at least three behavioral objectives for social studies or science lessons	X	X
15. Planned a lesson stating general objectives, behavioral objectives, procedures, materials, evaluation techniques, etc. which would be appropriate to the lesson's development	X	X
16. Led a class or group discussion	X	
17. Demonstrated questioning techniques resulting in higher levels of student thinking	X	X

The student will have:	Public Supervising Teacher	University Instructor
18. a. Written at least two lesson plans for developing reading competence	X	X
18. b. Taught the lesson to individuals or small groups as appropriate	X	
18. c. Reported on the teaching experiences: objectives, procedures, activities, materials, follow up, evaluation		X
19. Demonstrated familiarity with the expectations of reading competencies at the grade level in which teaching		X
20. Demonstrated familiarity with word identification skills and the usefulness of phonic generalizations		X
21. Made and used at least one teaching aid for reading	X	X
22. Prepared and implemented a mini-program in a subject area (math, science, social studies, language arts) with a small group of children experiencing problems in reading	X	X
23. Taught another lesson (art, music, physical education, health, etc.)	X	X
24. Demonstrated handwriting to acceptable standard	X	X
25. a. Written a statement of student's teaching strengths and weaknesses		X
25. b. Written what has happened to them as a result of this program		X
25. c. Written plans for correcting any remaining weaknesses		X
26. Administered the WRAT Test to a student and interpreted the results		X
27. Told a story to a group of students	X	
28. Presented opportunities for student enrichment experiences in reading and the language arts	X	
29. Presented opportunities for student enrichment experiences in social studies, science, and mathematics	X	

The student will have:	Public Supervising Teacher	University Instructor
30. Observed a parent conference conducted by the supervising teacher	X	
31. Administered, scored and interpreted Peabody Picture Vocabulary Test		X
32. Administered, scored and interpreted Wide Range Achievement Test		X
33. Computed achievement indexes for each of three skills areas		X
34. Analyzed students' IQ-achievement ratios		X
35. Selected and justified selection of individual reading diagnostic test for low achiever		X
36. Administered, scored and evaluated individual reading diagnostic test		X
37. Listed skills which would be included in a remedial program for student in reading, spelling and arithmetic		X
38. Described program of remediation		X

Reactions to this experience have generally been good. The students, although they often have felt overworked at the beginning of the semester, appear to feel that it has been very useful in getting them ready for student teaching. The university supervisors of student teachers feel that the students are much more ready to begin student teaching, and that they are more successful in student teaching. Public school teachers who have served as master teachers also are approving. And perhaps most importantly, the professional leaders of the public school districts in which we have been working have stated their approval, and have aided and supported the experiment in many ways. They also have indicated their approval by offering teaching jobs to many students after student teaching has been completed.

We have learned much in the short time involved in the development of this teacher education program. We've learned that changes in the traditional teacher education program can be made. We've learned that our students and all the people involved are receptive to these changes. And most importantly, we've learned that we can no longer maintain the status quo. It is essential that we move out, upgrade, and improve our teacher education programs. What needs to be done to improve your teacher education program? Why not start to do something about it today?